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| Guiding Principles of Language Development | How might this look in the classroom? Be specific. |
| Students’ languages and cultures are valuable resources to be tapped and incorporated into schooling. |  |
| Students’ home, school, and community experiences influence their language development. |  |
| Students draw on their metacognitive metalinguistic, and metacultural awareness to develop proficiency in additional languages. |  |
| Students’ academic language development in their native language facilitates their academic language development in English. Conversely, students’ academic language development in English informs their academic language development in their native language. |  |
| Students learn language and culture through meaningful use and interaction. |  |
| Students use language in functional and communicative ways that vary according to context. |  |
| Students develop language proficiency in listening, speaking, reading, writing interdependently, but at different rates and in different ways. |  |
| Students’ development of academic language and academic content knowledge are inter-related processes. |  |
| Students’ development of social, instructional and academic language, a long-term process, is the foundation for their success in school. |  |
| Students’ access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency. |  |